Reading Self-Assessment Tool (Universal)

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| This self-assessment tool is meant to help focus reflection within various approaches to reading instruction. Use it to help identify 2-3 areas in which you would like to focus. | Exemplary | Accomplished | Developing | Beginning | Notes: |
| **Reading Instruction at the Universal Level** | | | | | |
| What does skilled reading look like in my grade/subject?  What does strategic teaching of reading to all students look like in my grade/subject? | | | | | |
| **Planning:** I consistently refer to the [QLE](http://www.chinooksedge.ab.ca/Quality%20Learning%20Environment.php) and [Reading Framework](http://www.chinooksedge.ab.ca/Framework.php) to guide my planning of instruction and assessment. |  |  |  |  | Notes: |
| **Balance:** I include all of the [critical elements of reading instruction](http://www.chinooksedge.ab.ca/READING%20-%20Critical%20Elements%20of%20Reading%20Instruction.php). |  |  |  |  |
| * Students have choice of text everyday. |  |  |  |  |
| * Students spend significant time reading text at independent level. |  |  |  |  |
| * + Read accurately (at least 95% on word recognition) |  |  |  |  |
| * + Understands text (comprehension) |  |  |  |  |
| * Text selections are relevant to the student. |  |  |  |  |
| * Students talk about reading and writing everyday. |  |  |  |  |
| * Students hear fluent reading. |  |  |  |  |
| * Significant amount of time dedicated to a variety of reading and writing experiences in various formats interwoven through every subject. No more than 1/3 of this time should be spent on reading instruction. Remaining time should be spent authentically reading.   + Pre-K – K: constantly building background experiences and awareness in relation to reading skills   + 1 – 12: approx. 60 minutes of reading/40 minutes of writing per day (Allington, 2001) |  |  |  |  |
| * Reading instruction is individualized to the need of the student. |  |  |  |  |
| * Teacher explicitly models reading skills and provides students time to use the skill when reading. |  |  |  |  |
| * Instruction is engaging. Multiple intelligences are considered when planning instruction. |  |  |  |  |
| * Reading instruction is embedded within context of curriculum. |  |  |  |  |
| **Purpose:** My students read for a variety of purposes. |  |  |  |  |
| **Text Levels:** I can confidently identify texts of appropriate complexity for different subjects/grade levels. |  |  |  |  |
| **Reading Levels:** I can confidently identify my students’ reading levels. |  |  |  |  |
| **Assessment:** I frequently listen to each of my students read and discuss their skills and strategies with them. |  |  |  |  |
| **Instruction:**   * Student are using texts at their instructional reading level. |  |  |  |  |
| * I directly explain and model reading strategies aimed at each skill within the framework to all students. |  |  |  |  |
| **My Understanding:** I know enough reading strategies to provide alternate strategies when one isn’t working. |  |  |  |  |
| **Application:** My students can apply appropriate word recognition and comprehension strategies according to the purpose of reading. |  |  |  |  |
| **Comprehension:** I ensure students comprehend what they are reading. |  |  |  |  |